


Educational Setting	Rackham (CE) Primary School	
Activity / Task	COVID-19 Risk Management Assessment (Educational Settings)	
Completed by & Date	Bridget Harrison – March 2020, July 2020, January 2021	
Review Dates	Reviewed 6 th July in line with new government guidance issued on 02/07/20 in preparation for whole school opening on 2 nd September 2020 Reviewed 2 nd January 2021 in light of the new variant and increased risk:	
Next Review:	February 1 st 2021	

Hazards	What are we doing already?	What further action is necessary and by whom?	When?	✓
<u>Prevention</u> All pupils All staff Every day in school	<ol style="list-style-type: none"> 1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school. 2. <u>Clean hands thoroughly more often than usual</u> 3. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach 4. <u>Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach</u> 5. <u>Minimise contact between individuals and maintain social distancing wherever possible</u> 	<ol style="list-style-type: none"> 1. Screened- off area in main hall to be used as isolation room. More staff identified and trained to look after pupils waiting for collection. (SC, LS, AP) Suitable and sufficient PPE is available for this – SC to update on PPE situation and inform BH if/ when more is required. Foyer is now isolation area. 2. Sufficient stocks of soap, paper towels and hand sanitizer available in all required locations. – SB ordered new sanitiser dispensers, PW to put up onto walls around school during summer. PW to monitor and inform SB when stocks become low. Possible requirement to purchase temporary basins – turn water fountains into wash basins (ie. Outside Larch class) BH and SD to gauge and decide in September if necessary. 3. PW/ SB to order sufficient stocks of tissues for all classrooms. 4. PW/SB to track and ensure sufficient stocks of suitable cleaning products always available and is there sufficient capacity to do the cleaning tasks. SB to inform BH if personnel needs increasing. 5. Members of staff to be briefed on the expectations in class settings, outdoors and in staff rooms, etc on PD days 6. SC to monitor PPE stocks. Located in office (close to isolation area in hall) 	7.09.20	✓
			7.09.20	✓
			04.09.20	✓
			Ongoing	✓
			14.09.20	✓
			Ongoing	✓
Ongoing	✓			
Ongoing	✓			
Ongoing	✓			

	<p>6. Where necessary, wear appropriate personal protective equipment (PPE)</p> <p>7. Ensure pupils are seated at least two metres apart in all classrooms.</p>	<p>If a member of staff, pupil, parent or any other adult show symptoms of Coronavirus or they have tested positive within the last 7 10 days, they are not to attend school. The symptoms have been communicated with all members of the school community on multiple occasions and will be shared again before the autumn term.</p> <p>If an adult becomes unwell, they are to remove themselves from the setting as soon as possible.</p> <p>If a child in the setting becomes unwell, the existing guidelines will be followed i.e. the child will be removed to a designated isolated space where they can be monitored and supported until they are collected by their parents or carers. The room that the child utilised will be immediately cleaned with disinfectant (or bleach) and the children/adults will wash their hands thoroughly for 20 seconds.</p> <p>In terms of PPE, a fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn. The member of staff supporting the symptomatic child does not need to go home to self-isolate unless they develop symptoms themselves or if the symptomatic child subsequently tests positive or they have been requested to do so by NHS Test and Trace.</p> <p>There will also be a designated toilet assigned to children who fall ill. (toilet outside the school hall) Once the child is collected, both rooms (waiting and toilet if used) will be thoroughly cleaned by a member of staff wearing both gloves and a mask.</p> <p>The designated toilets are as follows: YR Bubble – EYFS toilets Larch and Beech – Toilets outside classrooms</p>	<p>From September ongoing</p>	<p>✓</p>
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Chestnut – Staff Toilets
Hazel – Toilets at back of classroom
Elm and Sycamore – Y3/4 Toilets
Y5/6 Bubble – Y5/6 toilets
Staff – EYFS and KS1 – outside Larch class
Y3/4 – Small toilet by hall
Y5/6 and office – Disabled toilet

The child should then be tested for coronavirus. If the test is negative the child can return to the setting assuming they are well enough. If the test is positive, all children and adults within that group should self-isolate for 14 days and not attend the setting. This is why it is so important to not mix with other children and adults outside of your group – it is a protective mechanism. This guidance also applies if an adult presents as unwell and is subsequently tested as positive.

Whether or not the whole bubble will close is dependent on the conditions of the day, rather than waiting for a test result. **Whole bubble will close in any case of positive test result within school.**

Adults and children are to wash their hands on the following occasions:

- Entry to school
- Before/after break times
- Before lunch
- When they change rooms
- Before leaving school
- Anytime that they visit the toilet or cough/sneeze

Additional hand sanitisers pumps have been purchased and will be stationed in each classroom as well as additional hand sanitisers at appropriate points in school i.e. the reception desk for visitors and staff upon arrival and the photocopying areas for increased hygiene as a 'pinch point' in the school.

Where children are struggling to wash independently, they may receive support assuming the adult supporting is also washing their hands.

✓

✓

		<p>If a child cannot appropriately wash their hands, then skin friendly skin cleaning wipes can be used as an alternative. Where required, staff are to request these packs from the office.</p> <p>Hand hygiene protocols are to be re-visited at the start of the year when the children will receive reminders about the expectations of practices and protocols in school. They will be established as part of our culture and behaviour expectations.</p> <p>Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.</p> <p>Children to be reminded of the posters around school that encourage them to catch it, bin it and kill it. Children will be reminded that if tissues are regularly disposed of throughout the day, they should be thrown into the bins in each classroom and their hands must be cleaned afterwards.</p> <p>Where pupils struggle to maintain as good respiratory hygiene as their peers (spitting etc) they will need an individual risk assessment to ensure measures can be put in place to reduce the risks. This is not a reason to deny these pupils face-to-face education.</p> <p>Pupils to be seated at least 2 metres apart in all classrooms and during lunch time. Limited contact games only during lunch times.</p>		✓
<p>Response to any infection All pupils All staff Every day in school</p>	<p>8. Engage with the NHS Test and Trace process 9. Manage confirmed cases of coronavirus (COVID-19) amongst the school community 10. Contain any outbreak by following local health protection team advice</p>	<p>7. BH to train and ensure all staff members know what is required of them in terms of track and trace on September PD days and for TA's for first week back. 8. BH and office to write to parents to ensure Track and Trace expectations are understood before September Parents and staff will be informed that they are expected to engage in the NHS Test and Trace process if required to do so.</p>	<p>4.09.20 7.09.20 Before 31.08.</p>	<p>✓ ✓ ✓ ✓</p>

They will be required to book a test and provide details of anyone that they have been in close contact with. They will then be obliged to follow the 'stay at home' regulations.

Anyone who displays symptoms of coronavirus can and should get a test following the flowchart response.

If school thinks that the family of the symptomatic child/adult is unlikely to book a test appropriately, we will provide a home testing kit. We should receive these before the start of the autumn term (AL/SC/SB to arrange for these to be delivered) and they will be stored in the main office. Given the potential low numbers of kits, they will only be issued with the agreement of either BH or AL/SC

Contact with the symptomatic family will be maintained so that we can respond appropriately to either a positive or a negative result.

If the test result is negative, the child can return to school assuming they would do so under normal circumstances.

If the test result is positive, the child and family need to follow the 'stay at home' guidelines.

School should contact the local health protection team.

School must provide the details of those children/adults that have been in direct close contact with the child/adult (face-to-face contact for any length of time); proximity contacts (extended close contact – within 1m-2m for more than 15 minutes); travelling in a small vehicle with the infected person.

The admin team will prepare a report that shows the contact details of each member of the phase bubbles to support the contact tracers.

School will inform parents of the infection, according to the flowchart, but we will not reveal the name of the infected child/adult.

Those contacted or sent home must self-isolate for 14 days but those living in the household do not have to unless the child shows symptoms. At that point the household will need to go in o full isolation following stay at home guidance and have the test. If the symptomatic child's test is negative, they must continue to isolate for the remainder of the 14 days. If the result is

		<p>positive, they must inform school immediately and isolate for at least 7 days from the onset of symptoms.</p> <p>We will not (as per the DfE instruction) be able to ask for evidence of negative test results or other medical evidence before admitting children back after a period of self-isolation.</p> <p>If school has 2 or more confirmed cases within a 14-day period, this could be considered an outbreak and greater measures would need to be put in place. The Local Authority would advise throughout.</p> <p>This could result in a phase bubble lockdown; a school closure or/and a mobile testing station being established in school.</p> <p>Testing will focus on the affected classes, then their year groups and then the remainder of school if required.</p> <p>ANY Covid case in school from January will trigger complete closure bubble to avoid risk of an outbreak.</p>		<p>✓</p> <p>✓</p>
<p>Contingency planning for a further outbreak.</p>	<p>In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission. Schools will need a contingency plan for this eventuality.</p>	<p>We need to be in the position to offer immediate remote education if there was a local outbreak and subsequent lockdown.</p> <p>Our immediate response will be the following:</p> <ul style="list-style-type: none"> ✓ Parents will be given new seesaw logins on September 7th so they are at home and ready ✓ Children are to take home their current exercise books ✓ Adults will share lessons via Seesaw, as has been the case during lockdown. ✓ Teachers will be able to meet with children that require additional support through Zoom ✓ Weekly zoom meetings with classes as has been the case ✓ Children will be able to take photos of their learning and upload to the Seesaw page so that teachers can monitor progress and offer supportive feedback as appropriate. <p>Chosen learning activities will follow our curriculum sequencing and will be of high quality.</p> <p>Lessons will be of the equivalent length of a normal school day.</p>	<p>4.09.20</p> <p>Before 11.09.20</p> <p>On/before 7.09.20</p>	<p>✓</p> <p>✓</p>

		<p>SW to lead training for staff on PD day to ensure new Seesaw accounts are set up and ready to be used before pupils return to school.</p> <p>AW to 'hand over' Curriculum tasks (and training) for remote learning to AB, GT, CB and SW before Maternity leave begins.</p> <p>BH, SW and office to detail to parents the procedure for re-closure before term begins.</p> <p>AW to share Curriculum expectations with staff before end of summer term. Please see appendix1 for the 'recovery curriculum working document' devised by AW our Teaching, learning and curriculum lead for further details about our curriculum from September.</p> <p>SEE UPDATED REMOTE LEARNING PLAN AND POLICY ON WEBSITE.</p>	<p>3/9/20 ✓</p> <p>17.07.20 ✓</p> <p>13.01.21 ✓</p>
<p>Social Distancing in school.</p> <p>All pupils All staff Every day in school</p>	<ul style="list-style-type: none"> • Minimise contact between individuals and maintain social distancing wherever possible • The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in 'bubbles') and through maintaining distance between individuals. 	<p>The purpose of 'bubbles' is to minimise contacts and mixing between people, reducing the transmission of coronavirus. Within bubbles, children and adults must also take measures to distance themselves where at all possible.</p> <p>Bubble timetables and Lunch timetables have been updated to ensure no staff cross bubbles other than CB who crosses two bubbles in her teaching capacity. See separate timetables for info.</p> <p>There has been recognition from the DfE that children cannot distance themselves from staff or from each other. Bubbles provide an additional protective measure, and they make it quicker and easier to identify those who need to self-isolate as a result of a positive test result.</p> <p>In order for school to offer a curriculum that is best placed to support 'catch-up' our bubbles will need to be in phases i.e year groups working as 1/2, 3/4, 5/6.</p> <p>The reasons for this are as follows:</p>	<p>21.07.20 (BH) ✓</p> <p>Jan 1st 2021 ✓</p>

- ✓ All children will be able to be considered for catch-up interventions now that teaching support can work across phases. There would not be enough adults to support individual class bubbles.
- ✓ Our curriculum structure is based on phase mixed-year groups and the sharing of resources and equipment to facilitate this. There would not be enough resources to support a broad curriculum if we used individual class bubbles.
- ✓ We can deploy staff internally to cover PPA/management time within a phase bubble model. If we were in class bubbles, we would need to buy in a supply teacher (no guarantee of bubble integrity therefore a last resort) or continue with the half-day Fridays so that staff can be released accordingly. This would reduce contact time and further restrict the curriculum offer.
- ✓ Staggered entry/exit times and break/lunch times can be managed more effectively in phase bubbles rather than having 11 individual start/finish times. This measure would reduce that to 4 start/finish times.

Within the government guidance, it recognises that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group. This has implications for NHS Test and Trace should there be the need to contact parents of children as a result of a positive case. The guidance also advises that siblings may be in different groups and encourages schools to use measures as best they can as it will still reduce the network of possible direct transmission.

All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the curriculum, however now that we are in phase bubbles, the necessity for this to happen is lessened although not eliminated.

Measures within the classroom

04/09/20
onwards

✓

Adults are to encourage children to maintain a distance between one another whilst inside and reduce the amount of time that they are in face-to-face contact with one another. Where circumstances allow, adults are to try to distance from children and one another.

Children with additional needs should receive as much support as normal but adults are to be extra vigilant and mindful of their face-to-face time with the children and reduce this where possible.

Classrooms need to be adapted to support distancing where possible.(all teachers) If tables are used, they should face the front and children should sit side-by-side, not facing one another nor side on. Classrooms will be prepared as such ready for September.

No children are permitted to bring in pencil cases to school.

Reading books will remain in school and pupils will have separate reading books for home

No items from home to be brought into school with their children

PE kits are to be worn by all pupils for the entirety of the day where they have a PE lesson as there will be no safe means for pupils to change for PE in school time.

Packed lunches need to be brought in a disposable bag that can be thrown away at the end of lunch – no lunchboxes please.

Water bottles must be named and cleaned every day before returning to school the next day.

Water bottles are the only item pupils need to bring to school with them every day and these will remain with the pupils on their desk every day.

We aim to ensure all bubbles remain small enough to enable complete social distancing between pupils and adults in all classroom bubbles. All pupils will sit apart from one another for every lesson. – Jan 21

Measures elsewhere

Over the summer or on 3/4th Sept 2020

✓

September 2020

✓

January 2021

✓

There will be no whole-school events where children and adults are required to congregate. Assemblies will be limited to phase assemblies or will be broadcast remotely. Children will be required to distance during these assemblies rather than lining in tight rows. Where possible, efforts will be made to have virtual assemblies through Zoom. Children are not to sing during assembly, sadly.

Use of the staff room should be minimal and alternative rooms should be set up for different bubbles. The staff room will remain open to adults, however strict social distancing must be in place and where possible, it is advised that aside the fridge, staff use bubble staff rooms for tea/ coffee and eating lunch etc. It is important for your own wellbeing that you see colleagues and we encourage this, but please do not contravene social distancing measures otherwise multiple groups could be at risk of infection should anyone present with symptoms. SB and BH to purchase/locate/beg/steal/borrow kettles and tea coffee facilities for these staff rooms before September if possible.

Temporary Staff Rooms:

Yr bubble – Rowan classroom

Y1/2 bubble – PPA room

Y3/4 Bubble – Group room

5/6 Bubble, office staff and other staff – Usual staff room

Start and End times:

The start and end time of school will vary for each phase bubble:

From
04.09.20
onwards

✓

✓

✓

YR Bubble
Y1/2 Bubble
Y3/4 Bubble
Y5/6 Bubble

Pupils in these bubbles are to remain apart at ALL times whilst on school premises.

- Each bubble to have separate play times and lunch times.
- Limited number of staff to go-between bubbles, all of whom will have individual risk assessment and additional protective measures in place to ensure social distancing is adhered to. (BH to complete with each individual: LS, AP, CB, CH)

Staggering entrance/collection will ensure that the adults and children on site can distance appropriately and it will reduce the risk of children coming in to contact with children from other bubbles. This will be difficult for some families of multiple children.

All families to drop off and collect at usual times but with a 15 minute period to ensure ability to socially distance more. AM drop off is 9.45 – 9 am and PM collection is 3.15- 3.30 pm.

Parents are to be encouraged to walk to school where possible and only one parent will be permitted on the school grounds. If children cycle or scooter to school, then they are to use the storage area to lock their bike/scooter securely near the Nursery class entrance.

Adults from the appropriate phase will be on the log roll gates to support children and adults as they arrive at school. This way we will continue to reduce footfall of adults on site. Parents mustn't congregate at the 'drop-off' point, they must instead arrive on time and then depart.

Parents must arrive on time for entry to school, they must not arrive early or late. In the instance that parents have children in more than one year group, parents may wait with their children at the front of school, strictly following social distancing from other parents and children. Parents will be asked to drop off and leave, rather than remain on school grounds.

7.09.2020

1.01.2021

✓

✓

✓

		<p>Given that the external school gates will be open at 2.45pm, no children will be allowed outside at that point and must have returned to their classrooms. Again, parents must not arrive early or late. They must collect their children on time so that teachers can release children safely. The playground will be open to parents to briefly wait in before their children are released to them. Whilst parents are waiting, social distancing must be adhered to. Teachers will not be available to speak to unless teachers initiate the contact. Teachers must commit their time to ensuring that all children safely leave their care. Parents can contact teachers through Seesaw or class emails if they have queries about the day or they can call to make a phone appointment.</p> <p>The school office is not to be accessed by parents unless through prior arrangement via a call or email. The office will not be open for parents to drop-in to. The DfE guidance states that coming into the site without an appointment is not allowed. However, parents can obviously still call and receive support over the phone or via email.</p> <p>Facemasks do not have to be removed from adults at drop off and collection and BH or office staff will speak to parents of pupils who wish to wear masks in school to explain the risks and ensure they are understood. No pupils will be told they are not permitted to wear masks.</p> <p>ALL parents to wear face coverings for drop off and collection All staff to wear face coverings in communal areas of school including classrooms. Teachers and adults are given the option to wear face coverings in the classrooms too. Face coverings must be worn for all close 1:1 discussions with pupils.</p> <p>Other considerations</p> <p>Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. Likewise, specialists, therapists, clinicians and other</p>	<p>07/09.20 onwards ✓</p> <p>7/09/20 onwards ✓</p> <p>01.01.2021 ✓</p> <p>August 2020 ✓</p>
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support staff for pupils with SEND should provide interventions as usual. However, they must be made aware of school procedures and they must adhere to them.

NO external visitors into school at all. This includes music teachers, speech therapists and family workers

Where contractors can attend outside of school hours they should. If that is not possible, they should follow all procedures as determined by school.

A record of all visitors must be kept to support NHS Test and Trace. School office to keep this and use of visitor's book is prohibited.

In terms of classroom resources, for regularly used stationery, children will all have their own individual set that is not to be shared. Other classroom resources like books and games can be used within the bubble but should be cleaned following use.

Shared resources, like art/science equipment should be meticulously cleaned between use or rotated to allow 72 hours between use to ensure they are safe.

Games that encourage distancing and little touch need to be made available to the children. However, outdoor equipment should not be used unless we are able to ensure that it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously.

Therefore, each group will need to gather resources from their classrooms or the PE cupboard so that they have dedicated outdoor equipment that is taken out and used exclusively by them. This is gathered back in at the end of their break/ lunch time and cleaned.

Pupils should not bring anything additional from home. There can be no 'show and tell'. However, children can now take books home and return them as normal. Books are to be returned as normal but taken out of circulation for 72 hours before being returned to the library. Teachers can now take books home (and return them freely) to assess or use to support planning etc. This is also true of library books.

No taking reading books home or returning to school. Online provision for readers set up. Nothing other than water bottles and coats brought to and from school.

Jan 2021

✓

Jan 2021

✓

<p>Cleaning.</p> <p>All pupils All staff Every day in school</p>	<ul style="list-style-type: none"> The school should consult with their in-house cleaning team to decide if a deep clean may be appropriate before staff and pupils return to school. More frequent cleaning procedures should be in place across the site, particularly in communal areas and at touch points including: <ul style="list-style-type: none"> ✓ Taps and washing facilities, ✓ Toilet flush and seats, ✓ Door handles and push plates, ✓ Handrails on staircases and corridors, ✓ Lift and hoist controls, ✓ Machinery and equipment controls, ✓ All areas used for eating must be thoroughly cleaned at the end of each break, including chairs, door handles, vending machines and payment devices, ✓ Telephone equipment, ✓ Keyboards, photocopiers and other office equipment, classroom desks and chairs. 	<ul style="list-style-type: none"> If we are informed that someone has tested positive with covid-19 then any area/room they have accessed should be secured for 72 hours and undergo a thorough clean. PW to be shielded from this cleaning and all other cleaners to utilise PPE. (SB and BH to organise) JB and PW to carry out additional cleaning on touch points during lunchtimes when pupils outside. TA's and teachers to complete regular touch point cleaning inside classrooms throughout the day. BH, SB, AL/SC to clean touch points in front offices regularly throughout day. Designated staff to clean allocated staff room areas before and after each break point (separate rota to be made for this - CB) Ensure the COSHH risk assessment for cleaning/caretaker activities has identified the correct process and PPE to be worn. (SB to ensure PW and JB have done this training) Outdoor play equipment out of bounds until further notice. Can be used within bubbles for PE lessons if necessary, providing all pupils to wash hands thoroughly before and after use. BH/SB to purchase more hospital grade Clinell wipes (amazon) for quick use wiping in every classroom. (after a sneeze, cough etc) Each classroom to have a washing up bowl and disinfectant with clean cloths for regular cleaning of tabletops and chairs etc throughout every day. (SB and PW) At various intervals, adults will disinfect and clean tables, door handles and equipment. Each class will have their own allotted set of classroom cleaning equipment in a caddy or bucket. This will be stored appropriately within the classrooms. (SB to order) New mop heads to be purchased for all mops in school (PW) 	<p>09.07.20 onwards</p> <p>Before 7.09.2020</p> <p>Before 14/09/20</p> <p>Before 7.09.20</p> <p>Before 07.09.20</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>
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CLEANING IS EVERYTHING!!



		<ul style="list-style-type: none"> • All sponges to be thrown away with immediate effect (JB) • All classrooms to be allocated a pair of plastic gloves for cleaning purposes (SB) • Children should be allowed to go to the toilet as they would do in a normal school day, however staff need to be very aware of how many other children are also using the toilet and ensure that children wash their hands afterwards. Toilets are to be cleaned regularly. <p>January 2021 – New site Manager, DB. PW duties now carried out by DB</p>	<p>August 2020 ✓</p> <p>20/07.20 ✓</p> <p>Before 07.09.20 ✓</p> <p>01.01.2021 ✓</p>
<p><u>Lunchtime Catering facilities</u></p> <p>All pupils All staff Every day in school</p>	<ul style="list-style-type: none"> • Consideration should be made for food service and how this will be managed and how social distancing can be achieved in the school kitchen and dining areas <ul style="list-style-type: none"> ○ Serving food ○ Queing ○ Different lunch periods 	<p>Midday supervisors will continue to support the supervision of lunchtimes, but they will be allocated to phase bubbles that cannot mix.</p> <p>A rota will be drawn up (SC and SW) (Please see Appendix 4) to ensure that only members of staff within appropriate bubbles supervise their bubbles at break times. The playground will be split into zones and allocated to bubbles to avoid any cross-contamination.</p> <p>The expectation is that the school kitchen will be fully open in Autumn term. Whilst policy and practices continue to embed, we will only serve grab bags as a school meal option for the first 3 weeks of term with a view to review this and extend to hot meals. School is negotiating what exactly can be offered.</p> <p>Grab bags need to take in to account dietary requirements as the kitchen normally would.</p> <p>Dinner staff to take school packed lunches to classrooms where necessary. NO QUEUING for any pupils whatsoever.</p> <p>Hall tables and classroom tables to be spaced apart ensuring children not facing each other whilst eating. All tables to be disinfected before and after each pupil use.</p> <p>Staggered lunchtime rota and timetable to be shared with all staff before September. (BH) (<i>Please see separate document</i>)</p>	<p>July 12 2020 ✓</p>

ALL CLASSROOM TABLES TO BE DISINFECTED THOROUGHLY BEFORE AND AFTER LUNCHES.

Pupils eating in hall to be sat diagonally and apart (as per SAT tests)

Update to Bubbles

Jan 2021 – changed bubbles to ensure more even spread.

EYFS and Larch

Chestnut and Beech

Elm, Sycamore and Hazel

Oak, Cedar and Willow.

Timings of lunchtimes will be staggered, as will break times:

See separate revised lunch time rota with new bubbles.

Food to be eaten in following locations:

12.00pm – Bubble 1 in Rowan Class

12.00 pm – Bubble 2 - Y1's in Larch and Beech Class, Y2's in Hall

12.30 pm – Bubble 3 - Y3's in Hazel and Elm Class, Y4's in Hall

1.00 pm – Bubble 4 - Y5/6's in Willow, Oak and Cedar classrooms

Play times to be located as follows:

Bubble1 – EYFS play area

Bubble 2 – KS1 Playground

Bubble3 – Ks2 Playground

Bubble 4- All Weather pitch and then KS1 playground after KS1 have gone back inside.

On some occasions, support staff will be required to help to supervise the children whilst they eat and then support in cleaning the room before children go out for their playtime.

Whilst children are outside, members of staff are to have their lunch in their bubble's staff room. This can continue into the afternoon lesson time to

Before
21/09.20

01.01.2021

✓

✓

		ensure all are well-rested i.e. the teacher will deliver the start of the afternoon without support staff (or the other way around) so that everyone can have sufficient time if there are not enough midday supervisors to support. A huge range of games can be found here: https://en-gb.padlet.com/gazneedle/mry7d3wlpw313515																	
Fire Safety All pupils All staff Every day in school	<ul style="list-style-type: none"> Personal Emergency Evacuation Plans (PEEPs) must continue to be in place for those staff that continue to work in the school and any pupils that access the school site. Ensure all emergency escape routes / doors are fully operational and kept clear. 	<p>Review Fire Safety Policy with regards evacuation areas and how this can be achieved with whole school. SB and BH</p> <p>Evacuation doors to remain the same. Lines in playgrounds to be socially distanced.</p> <p>Reminders to staff and pupils that if the fire alarm is activated that they must keep 2m distancing when at the evacuation point. (BH)</p>	04.09.20 04.09.20	✓ ✓															
Access/Egress of school building All pupils All staff Every day in school	<ul style="list-style-type: none"> One way traffic through external doors to avoid face to face passing to be clearly marked, consider use of markings. Where possible, these can be propped open to reduce the need for touch (fire protection measures must be adhered to). Wipes and sanitiser available at both sides of doors. Increased cleaning of handles and touch plates. Allocated drop off and collection times 	<p>Drop off and Collection times: Staggered for all families according to their surname. One parent only to drop off/ collect and no waiting around whatsoever.</p> <table border="1"> <thead> <tr> <th></th> <th>Arrive</th> <th>Depart</th> </tr> </thead> <tbody> <tr> <td>A - D = 67 children (49 families)</td> <td>8.30 am</td> <td>2.45 pm</td> </tr> <tr> <td>E - J = 62 children (45 families)</td> <td>8.45 am</td> <td>3 pm</td> </tr> <tr> <td>K - Q = 63 children (52 families)</td> <td>9 am</td> <td>3.15 pm</td> </tr> <tr> <td>R - Z = 76 children (53 families)</td> <td>9.15 am</td> <td>3.30 pm</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Priority must be given to disabled users and those identified as having health related issues. Provide relevant guidance to parents on drop off and pick up arrangements. (BH) 6 hours 15 minutes in school for all pupils All pupils who arrive/leave with childminders do so under childminder's surname All siblings arrive/leave at same time 		Arrive	Depart	A - D = 67 children (49 families)	8.30 am	2.45 pm	E - J = 62 children (45 families)	8.45 am	3 pm	K - Q = 63 children (52 families)	9 am	3.15 pm	R - Z = 76 children (53 families)	9.15 am	3.30 pm	07.08.20 21.07.20	✓ ✓
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		<p>Year Group Entrance/ Exit locations:</p> <p>All bubbles have separate entrance and exit points to avoid contamination: YR – back entrance into EYFS outdoor area (via playground) Y1/2 – into their classrooms through external classroom doors Y3/4 – through reflection area door Y5/6 – through classroom doors at back of school.</p> <p>BH to share details with parents</p> <p>BH to monitor these entrance/exit points to ensure they do not become too congested and alter if/where necessary. Backup plan – Y3/4 to use main entrance for entrance and exit.</p> <p>Staggered timings no longer necessary as fewer pupils in school. Same locations but a drop off time for of between 8.45 and and 9 am.</p>	<p>Before 21/09/20</p> <p>From 07.09.20 for a week</p> <p>04.01.2021</p>	<p>✓</p> <p>✓</p> <p>✓</p>
<p>First Aid</p> <p>All pupils All staff Every day in school</p>	<ul style="list-style-type: none"> Where there may be limited staff, the requirement to provide suitable first aid cover to all staff and students has been assessed with suitable first aid or paediatric first aid provided. Access to first aid facilities is maintained and the school suitably stocked with first aid sundries. Staff or pupils with medical needs have been assessed and relevant consents are in place. Staff have been trained in the use of medications and increased level of control applied, to include the use of PPE if required. 	<p>Review of the First Aid policy to include consideration of the risk of infection of covid-19. (MW, SB, SC and BH)</p> <p>Risk assessment for individual staff to be completed once received from Local Authority (SB and BH)</p>	<p>12.09.20</p> <p>Before September</p>	<p>✓</p> <p>✓</p>
<p>Waste</p> <p>All pupils All staff</p>	<ul style="list-style-type: none"> Relocate waste bins to key strategic positions both in school buildings and in external areas that are in use in 	<ul style="list-style-type: none"> Staff to ensure they wear protective gloves and or wash hands immediately after carrying out this activity. PW to liaise with SB re bins and necessity to order more or new lidded bins for classrooms. 	<p>Before September and ongoing monitoring</p>	<p>✓</p>

Every day in school	<ul style="list-style-type: none"> order that waste materials can be managed safely Bins should be emptied daily. 	<ul style="list-style-type: none"> Teachers and TA's to ensure that classroom bins do become full during day. PW and JB to empty classroom bins during lunch time when children outside <p>Jan 21 – PW is now DB</p>		✓
Break/Lunch times	<ul style="list-style-type: none"> The school will stagger breaks/lunchtimes to achieve the social distancing. 	<p>See Lunch time section above.</p> <p>Break times: EYFS – As necessary and using EYFS area Y1/2 – 10.15 – 10.30 on KS1 playground and all weather Y3/4 – 10.30 – 10.45 on Ks2 playground and all weather Y5/6- 10.45 – 11 am on Ks2 playground and all weather</p> <p>Teachers to ensure classes are lined up and ready to go inside before new bubble comes outside and NO crossing pathways on entry and exit to school.</p> <p>See updated lunch time plan for January 21.</p>	<p>From 07.09.20</p> <p>04.01.2021</p>	<p>✓</p> <p>✓</p>
Staff/Pupils within the shielded group	<ul style="list-style-type: none"> Any member of staff or pupil that is within the Clinically extremely vulnerable group must have a risk assessment undertaken that includes how social distancing will be maintained in a Covid-19 safe workplace. Staff/pupils that meet the criteria as clinically vulnerable people should have a risk assessment completed to identify any suitable control measures that must be in place before returning to work/school. 	<p>Staff who are clinically vulnerable or extremely clinically vulnerable</p> <p>We have planned to follow the full measures within the guidance; therefore, all staff will return to the workplace as normal.</p> <p>Those members of staff that received a letter to say that they were extremely vulnerable and advising them to shield can also return as normal given that shielding ends on 1st August. However, those adults will be encouraged to maintain social distancing measures as much as possible when in attendance.</p> <p>People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend school as normal also.</p> <p>Deploying support staff and accommodating visiting specialists</p>	Before September	✓

As per government guidance, teaching assistants may be deployed to lead groups or cover lessons under the direction and supervision of a qualified, or nominated, teacher. This will become an important measure to reduce the necessity of bringing in agency staff and compromising the integrity of bubbles, should there be a need to arrange cover for any reason.

Staff consulted following union advice in December. All happy to be in school with present pupil numbers and safety precautions.

Jan 21

✓

If lack of staff becomes an issue due to S44 notices etc.... remaining staff will be consulted and a new timetable/ rota will be devised. Currently all staff in school so we will be able to cover necessary duties if staff choose to stay at home in the future.

Potential worst case scenario: merging our class bubbles to make one larger bubble of 18 – 20 and minimising staff in school. BH and SLT to monitor carefully and SLT to keep ear to the ground about any potential staff wishing not to be in school.

Jan 2021

✓

Supply teachers and other temporary or peripatetic teachers

On or before 7.09.20

✓

Supply teachers will be used as an absolute last resort to cover classes, however if required they will need to maintain stringent distancing.

As and when necessary

✓

Likewise, All4Sports will be permitted to teach various groups of children assuming that they are able to follow stringent distancing also. These will need to be consistent people, not changing week-to-week.

From 09.07.20

✓

No visitors into school whatsoever other than Active Sports.

Active Sports in school to support teacher wellbeing. 1x PE/ Drama session a week (PM) Active sports use their own (strict) RA, checked by BH. Bubbles

Jan 2021

✓

remain very small and two adults at all times. Outside. No bubbles crossing and social distancing maintained.

Staff taking leave

The government has set a requirement that people returning from some countries will be required to quarantine for 14 days.

Where staff are required to quarantine after returning from holidays, they need to understand that any period of absence is not authorised given that they are knowingly becoming absent from work. No home-working role is available to those adults therefore staff would be determined as being absent without leave. (therefore unpaid)

Risk assessments to be completed by SB and BH in collaboration with individual staff members for:

PW, BH, GP, ND, PJ (ECV group) – Stringent Social Distancing. Face visors when necessary. Suitable control measures to be agreed before returning to work.

SL, LG, SD, GT, CRC, AB, KL, HH, VH, ND, MS, CG (CV group) – Risk Assessment to be completed.

Staff to speak to SB or BH about any concerns they have about return to work.

All staff and pupils to be aware of shielding staff members and ensure they support efforts to allow stringent social distancing.

All shielded staff members to remain at home and not come into school under any circumstances. All CV staff members to risk assess their ability to carry out their job safely and review these regularly.

September 20
January 21

✓

✓

01.01.2021

✓

		<p>Vulnerable pupils: LS out of class and calling vulnerable families daily. All calls and emails reported on CPOMS. Class teachers alerting LS if any pupil raises concern or is not engaged with remote learning. LS/BH offering zoom calls for families with CP if these pupils are not in school.</p> <p>AB and SW updating SEND section of COVID page on website. Corresponding with all SEND families regularly. All but two SEND pupils are in school. All other vulnerable families are in school except one who LS is calling regularly for check – ins and updates.</p>		
Contractors	<ul style="list-style-type: none"> All contractors must provide a suitable and sufficient risk assessment for the activities they carry out which must include covid-19. All planned/reactive maintenance to be carried out during out of hours unless seen as an emergency. 	<p>Where contractors can attend outside of school hours they should. If that is not possible, they should follow all procedures as determined by school. (SB and PW)</p> <p>A record of all visitors must be kept to support NHS Test and Trace.</p> <p>No contractors unless absolutely essential. Holiday time only.</p>	<p>From July 2020 onwards</p> <p>From 07.09.20 onwards</p> <p>Jan 21</p>	<p>✓</p> <p>✓</p> <p>✓</p>
Property Compliance	<ul style="list-style-type: none"> The school has ensured that relevant property statutory compliance checks have been completed and records updated. Daily and weekly checks have been reinstated and pre-opening checklist completed. 	<p>All serious property concerns have been raised with the schools Property Management Adviser and appropriate steps are in place to ensure the safety of all building occupants. (SB)</p>	<p>Ongoing</p>	<p>✓</p>
Safeguarding	<ul style="list-style-type: none"> LA have shared updated guidance and KCSIE – BH to share/train all staff on this during Sept PD (possibly remotely, depending on R level at the time) 	<p>New KCSIE shared with all staff and governors (LS)</p> <p>All existing pre-covid safeguarding measures will return as normal, however BH, LS and AP (ELSA) will need to consider additional time to ‘catch-up’ with those children requiring additional pastoral support as a result of prolonged absence from school.</p>	<p>June 2020</p>	<p>✓</p>
Accident reporting Covid-19 incidents	<ul style="list-style-type: none"> The Health & Safety Executive have recently updated the Reporting of Injuries, Diseases and Dangerous Occurrences regulations (RIDDOR) to 	<p>SB, AL, SC and BH to familiarise themselves with RIDDOR reporting at start of September.</p> <p>For further advice and guidance, you should contact your competent Health & Safety Adviser.</p>	<p>Before 14.09.20</p>	<p>✓</p>

	include the requirement to report possible or actual exposure to the Covid-19 virus as a result of, or in connection with, a work activity.			
Administrative Staff	<ul style="list-style-type: none"> Staff shift rota to be in place to keep social distances and allow school office to function. 	<p>Screen ordered for Reception front visitor desk AL and SC to distance between themselves on days both in office Register bags no longer to be used (all messages to be electronic) No pupils to come to office unsupervised at any point Office furniture rearranged to ensure easier social distancing. Deputy removed from BM/Dep office. Lib turned into a new PPA space. After sch club room made into PPA space/ bubble staff room. Rota base for office staff on days where one can work from home successfully.</p>	<p>From 4/09.20 onwards</p> <p>December 2020</p>	<p>✓</p> <p>✓</p>
Personal Protective Equipment	<ul style="list-style-type: none"> Personal Protective Equipment should not be used as an alternative to social distancing, except where there is no other practical solution. Where proximity working (school Site Team) is required for longer than 15 minutes, assess the need to issue employees with appropriate Personal Protective Equipment. Re-usable PPE should be thoroughly cleaned after use and not shared between staff. 	<p>PPE should only be used for two reasons; where an individual is presenting with coronavirus symptoms and/or when a child is receiving intimate care (toileting/relevant first aid support). The PPE available in school for dealing with cleaning of potentially infected zones and supporting ill children or adults is as follows:</p> <ul style="list-style-type: none"> - Face masks - Aprons - Gloves of various sizes - Face shields <p>Children need to know that some adults might be wearing PPE and that it is 'ok'. All staff to explain to pupils during first week in school</p>	<p>July 2020 onwards</p> <p>Before 14.09.20</p>	<p>✓</p> <p>✓</p>
Behaviour	<ul style="list-style-type: none"> Staff/Pupil behaviour and cooperation will be the key to implementing all of the controls. School will carry out inductions to inform staff and pupils of the changes. Encourage staff to cooperate with government plans for contact tracing. 	<p>The current approved behaviour policy coronavirus amendment will still apply.</p> <p>In September expectations of behaviour will be revisited and the school's values and STEPS principles will be widely discussed so that the ethos of the school does not change. The climate and culture needs to remain one of high expectations and respect for one another.</p>	<p>On 04/09/10 (9PD day)</p>	<p>✓</p>

Emotional wellbeing	Pastoral support	<p>The pastoral team will ensure that appropriate materials are on hand to support children's wellbeing. PSHE sessions will need to provide children with the opportunity to rebuild friendships and social engagement and address issues linked to coronavirus.</p> <p>Where issues arise, LS and AP (Elsa) are to be informed so that specific interventions can take place. LS and AP will need to ensure that they distance appropriately during meetings (outside preferably) given that she will be required to work across phases.</p> <p>Bi - weekly socially distanced coffee chats in hall for mental health support.</p> <p>CH is mental Health Champion at Rackham. Free hot meals for all staff (x3 weekly) PE kits for all staff every day if preferred Home for PPA and leadership time No staff meetings Additional afternoon a week out of class (Active sports) Regular correspondence from HT and small gestures (sweets etc) No additional duties No monitoring/ lesson obs Supportive staff whatsapp group FWR amazon wishlist for staff (upon parent request) Radiators purchased for rooms that are too cold</p>	<p>From sept onwards</p> <p>From sept onwards</p> <p>October 21</p> <p>Jan 21</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>
Music		<p>Given that there could be an additional risk of infection in environments where children and adults are singing, chanting, playing wind and brass instruments or shouting, singing should not happen in groups of more than 15 and when it does take place, children need to be side-by-side and not facing one another. This has implications for our music curriculum and adjustments will need to be made.</p> <p>Prue S is still able to carry out private music tuition and will use hall outside of lunch times. She will socially distance from her pupils and follow all hygiene recommendations.</p>	From sept onwards	✓

		BH to share PS music tuition info to all parents	July 21st	✓
Equality Impact Assessment Staff & Pupils	<ul style="list-style-type: none"> A equality impact assessment has been completed and can be found in Appendix2 (below) 	BH to complete equality impact assessment before Mon 20 th July.	17.07.20	✓
Attendance	<p>Now the circumstances have changed and it is vital for all children to return to school to minimise as far as possible the longer-term impact of the pandemic on children's education, wellbeing and wider development.</p> <p>School attendance will therefore be mandatory again from the beginning of the autumn term.</p>	<p>School will communicate the necessity of attending school to parents and where required, we will offer additional pastoral support.</p> <p>School will re-establish attendance routines as before i.e. we will continue to record and monitor attendance as we did pre-covid and any absence will be followed up.</p> <p>Where appropriate, we will engage with the local authority to pursue sanctions for families with non-attending pupils (in line with the local authority's code of conduct).</p> <p>Pupils who are shielding or self-isolating</p> <p>If rates of infection in the local area rise, then some parents who have children who were once shielding due to medical advice may wish to isolate their children again. We will support those parents through dialogue with the school nurse team so that appropriate advice can be offered, and leeway afforded.</p> <p>Where children can't attend school as parents are following clinical and/or public health advice, absence will not be penalised.</p> <p>Pupils and families who are anxious about return to school</p> <p>If parents of pupils with significant risk factors are concerned, we will provide opportunity to discuss the safety at school and the procedures in place to provide reassurance – this could be via a Zoom meeting.</p> <p>These pupils are to be identified by school. LS has called those parents who have children not engaging in home learning already and she has made a record of calls to families where vulnerabilities exist.</p>	From Sept onwards	✓

	<p>school trips using coaches can still occur as long as the children travel in their consistent bubbles.</p>	<p>If children are travelling via coach to a trip, they are expected to adhere to the systems of control still i.e. good hand hygiene and distancing where possible.</p> <p>Transport to contact office e mails and BH e mail over summer to confirm arrangements.</p>		
<p>Learning outside the classroom (day trips, etc.)</p>	<ul style="list-style-type: none"> • keeping children within their consistent group, and the COVID-secure measures in place at the destination • Schools should also make use of outdoor spaces in the local area to support delivery of the curriculum. 	<p>For more information contact Stephen Brown (Outdoor Education Adviser:)</p> <p>No school trips have been arranged for the Spring Term. Y6 residential trip has been rescheduled to the end of the Summer term.</p>	<p>Jan 2021</p>	<p>✓</p>
<p>Extra-curricular activities (coaches, tutors, after school)</p>	<ul style="list-style-type: none"> • Schools can work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so. Schools should consider carefully how such arrangements can operate. 	<p>All4Sports may run after school clubs if they are bubble (not open to more than one bubble at a time)</p> <p>SW to discuss clubs with LM from All4SP during Summer and at start of term</p> <p>The same applies for teacher led clubs</p> <p>No brownies or horizons for first half term (to be re assessed at half term)</p> <p>AL to notify relevant organisations</p> <p>No after school clubs in Spring Term.</p>	<p>July/ Aug 2020</p> <p>June 2020</p> <p>Jan 2021</p>	<p>✓</p> <p>✓</p> <p>✓</p>
<p>Wraparound care</p>	<p>Wraparound care is permitted to commence. Children attending wrap around care will ideally need to be kept in separate phase bubbles, however that might not be possible due to limited staff numbers and children attending therefore the children will need to remain in small consistent bubbles, observing very good hand hygiene.</p>	<p>Breakfast club to continue as was before lockdown.</p> <p>Four corners of hall used for designated bubble areas and pupils must not cross. Staff to work from middle of hall.</p> <p>Tables and calm, non-active activities for pupils (ie. Colouring, word searches etc)</p> <p>Offered to regular users and new intake group in first instance. No more than 8 pupils per bubble (8R, 8Y1/2, 8Y3/4, 8Y5/6)</p> <p>After school club due to begin after half term and will likely be run in a similar manner but based in PPA room and mostly outside.</p> <p>AL to write to present parents who use BC and detail booking process</p>	<p>Before 21/07.20</p> <p>January 2021</p>	<p>✓</p> <p>✓</p>

		No after school provision due to lack of parental interest at this time. Will be re-offered for Summer Term.		
Physical activity	<ul style="list-style-type: none"> Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene Pupils should be kept in consistent groups Sports equipment thoroughly cleaned between each use by different individual groups Contact sports to be avoided. 	<p>LC to complete PE risk assessment (See attached as appendic3)</p> <p>For more information contact Ian Roberts (Specialist Adviser - Physical Education and School Sport)</p> <p>PE lessons are still to take place. All lessons are to take place outside for first half term. This decision will then be re-assessed.</p> <p>All children and staff to wear PE kits to school on days where PE is taught. Hand hygiene and respiratory hygiene is paramount due to the nature of exercising and the way people breathe as a result. Hands must be washed thoroughly after completing a PE session.</p> <p>Contact sports are to be avoided.</p> <p>External coaches can still be used to deliver PE sessions providing they also follow the protective measures.</p>	<p>July 2020</p> <p>From Sept onwards</p>	<p>✓</p> <p>✓</p> <p>✓</p>
Signage	<ul style="list-style-type: none"> What signage is provided to inform staff and pupils regarding social distancing, hand cleaning etc. 	<p>SB and BH to consider purchasing more robust signage for school site and to purchase ready for September.</p> <p>'Please wear face coverings' and 'maintain social distancing' signs added to playground at front of school</p>	<p>By 07.09.20</p> <p>January 2021</p>	<p>✓</p> <p>✓</p>
Curriculum	<p>The key principles that underpin government advice on curriculum planning are:</p> <ul style="list-style-type: none"> Education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life. 	<p>AW to write draft recovery curriculum (see appendix1) and share with all staff in July.</p> <p>Rackham will not have a 'recovery curriculum as such'. We will instead apply our curriculum model in its fullest and identify gaps in core learning that need to be negated over a period of time, with additional intervention for those year groups that have less time to 'catch-up'. However, we will have a period of adjustment in September.</p> <p>During this period, children will be reminded of all their hard work during the previous year and we will 'reset' the expectations so that children know that we are expecting of them on their return to school i.e. great learning behaviours.</p>	<p>By 18.07.20</p>	<p>✓</p>

- The curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.
- Remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.

Our September 2020 curriculum will be as planned, however more time needs to be given to planning the non-core elements so that our curriculum offer is aligned to our improvement plan. Formative assessment will be used to a greater extent so that teachers can tailor the learning journeys.

Remote education will become a focus in the sense that it will become integrated into the school curriculum. Class teachers will retain the use of Seesaw and upload information to class stories to maintain contact and links with parents for home learning.

The Relationship and Sex Education element of our new curriculum will be planned and consulted on with parents shortly after the summer holiday. There is now leeway to defer the implementation of that curriculum content until the summer term 2021.

For pupils in key stages 1 and 2, teachers are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. The curriculum should remain broad, so that most pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, physical education/sport, religious education and relationships and health education.

Specific points for early years foundation stage (EYFS)

For pupils in Reception, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary. Settings should follow updates to the EYFS disapplication guidance. For nursery settings and Reception, consider how all groups of children can be given equal opportunities for outdoor learning.

CB to complete Rackham catch up plan and post onto website before 25th January 2020
 Ranstad used for small group tutoring – started in November.
 Paused during January lockdown

January 2021



Useful Guidance

- Guidance for full opening: schools can be found [here](#)
- Managing school premises during the coronavirus (COVID-19) outbreak can be found [here](#)
- The Government Guidance for implementing protective measures in educational and childcare settings can be found [here](#)
- The NASUWT has also produced a useful checklist for reopening of schools which can be found [here](#).
- CLEAPSS [Guide to doing practical work in a partially reopened school Science](#)
- CLEAPSS [Guidance for science departments returning to school after an extended period of closure](#)
- Conducting a SEND risk assessment during the coronavirus outbreak guidance can be found [here](#)
- COVID-19: guidance on supporting children and young people's mental health and wellbeing can be found [here](#)
- Actions for early years and childcare providers during the coronavirus outbreak can be found [here](#)
- Coronavirus (COVID-19): implementing protective measures in education and childcare settings can be found [here](#)
- Safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE) can be found [here](#)

General staff and pupil advice on limiting the spread of coronavirus in the Educational Setting

Government advice is clear PPE, including facemasks should be considered where employees could be put at risk. The use of such PPE does not replace or reduce the need to follow the government guidance in relation to hygiene practices

Frequently clean and disinfect objects and surfaces that are touched regularly, using your recommended cleaning products.

- Wash your hands with soap and water often – do this for at least 20 seconds.
- Use hand sanitiser gel if soap and water are not available.
- Staff and Pupils should wash their hands as soon as they get to school and when they arrive home, after they blow their nose, cough or sneeze, before they eat or handle food.
- Cover mouth and nose with a tissue or a sleeve (not hands) when you cough or sneeze.
- Put used tissues in the bin immediately and wash your hands afterwards.

Handwashing techniques advice can be found [here](#)



Recovery Curriculum'

Working Document

Please see updated catch up plan on school website. Completed by CB Jan 15th 2021

Foreword:

In April 2019, the Curious Curriculum was developed at Rackham with its implementation put into place in September 2019. The intention of this curriculum development was to ensure that all teachers start at the point at which their pupils are at: academically, emotionally and in maturity. It was designed to allow teachers to implement topics which have the children's interests at the very heart whilst at the same time using their professional expertise to weave in statutory curriculum objectives and ensure coverage, building on prior learning and developing skills progression.

From March 16th there was home learning provision available for families who chose to keep their children at home, using teachers' in- school lesson planning as a basis for activities set. From March 23rd all learning moved online (with the exception of some key worker children who were looked after in school). This entailed detailed planning provided for parents, released every Friday to be used the following Monday. All resources were shared weekly via a section of our school website and all children were provided with a home learning Seesaw account at the point of closure. As a minimum, all children were provided with daily activities for:

- Reading, spelling and/or phonics
- Maths
- Writing
- 'Other' foundation subjects

We monitored the use of Seesaw closely. Throughout lockdown, there were periods of fluctuation (for example, weeks before and after a school holiday saw weaker engagement) but this was to be expected and was tackled through the use of periodic whole school 'Themed Weeks' to promote engagement. However, throughout the experience, we had very large proportions of the school regularly accessing and engaging in the work. For example, in the week beginning 14th May, 94% of pupils logged into their Seesaw accounts to view the work available. The number of children posting work was slightly less than this but this was to be expected. Teachers were given clear guidance as to how to 'mark' work whilst using Seesaw and this helped to sustain engagement as the pupils were able to receive positive praise, feedback and support videos from their usual class teacher. Parental feedback about this has unanimously been positive throughout. Teachers kept very detailed logs of children who were not engaging throughout and follow up calls and emails either by the teacher themselves or L.Smith in family liaison capacity ensured that children were safe and as supported as possible. In July, all teachers completed a spreadsheet about the pupils in their class and their engagement in home learning to be used to aid transition in September.

In light of the above, we feel that Rackham's curriculum is in a very positive place and will continue to be in September. Our teachers, as professionals, will be given the trust and freedom to build lessons and overarching topics which will suit the pupils in their classes and will ensure that work is individualised to support them at their individual starting

points. As a starting point, they will use detailed questionnaires carried out in July by teachers about any missed planning and objectives which may need re-teaching in September. The guidance below is to be used to ensure consistency in approach of whole school matters within the remit of Rackham's Curious Curriculum.

Area	Things to consider (including LA questioning)	Guidance for Rackham	Staff to lead
<p>First days back in Autumn term – Wb 7th September</p>	<ul style="list-style-type: none"> • How will teachers re-establish rules and routines quickly and effectively? • How might they find a balance between ensuring safety and supporting the wellbeing of children, especially those who are anxious? 	<ul style="list-style-type: none"> • Teachers to spend first week on a 'collapsed' timetable. Focus should be on: <ul style="list-style-type: none"> ○ establishing classroom routines and rules ○ transition type activities ○ building a sense of community and cohesion within the class ○ ensuring clear knowledge of safety routines, practising entering and exiting the building ○ re-establishing a focus on 'basics' of presentation and non-negotiables (eg underlining practice, gluing practice etc). 	<p>All class teachers</p>
<p>Weeks following this</p>	<p>LA Guidance:</p> <ul style="list-style-type: none"> • Re-establish routines and expectations – behaviour, how to play, explore and investigate. • Prioritise 'play' – essential to children's holistic well-being and development. • Continue to develop use of visual prompts, modelling and role play. Continue to develop children's readiness to learn. Support children to develop their awareness of routines and the physical environment which are being changed frequently. • Follow the children's lead, interests and strengths. This will help children to feel safe and enable them to develop strong relationships and encourage interest in learning promoting their readiness to learn – heightening their levels of curiosity and inquisitiveness 		<p>All teachers All teaching assistants</p>

<p>Timetable implications of staggered start</p>	<ul style="list-style-type: none"> • How will teachers ensure that learning time is maximised? 	<ul style="list-style-type: none"> • Teachers to think carefully about the use of the staggered start and finishing times and how this will impact on the children in the classroom. Children will predominantly follow the same pattern of classroom time: <ul style="list-style-type: none"> ▪ 8:30am – 2:45pm ▪ 8:45am – 3pm ▪ 9am – 3:15pm ▪ 9:15am – 3:30pm • Teachers should look closely at their class surnames and how these start times will affect their class numbers in real terms. • Teachers should plan effectively for this time with a potential repeated, independent activity during the morning and afternoon slot. This could be handwriting practise, retrieval activities, feedback marking, basic skills practise, overlearning etc. 	<p>All teachers</p>
<p>Assessments in Autumn term</p>	<ul style="list-style-type: none"> • Which assessments will be the priority for teachers to use to gage gaps in learning? • How do we ensure that we don't 'over-test' and disengage children? • LA: How are pupils' starting points academically being considered? How is this informing the curriculum and quality of education they are receiving at various points of the phased entry process? 	<p>LA: Develop and implement appropriate assessment opportunities in order to monitor and report pupil achievement over time.</p> <ul style="list-style-type: none"> • Assessment lead to liaise with teachers about timetable and balance of assessment and teaching time. 	<p>CB (assessment lead)</p>

<p>National Curriculum Assessments (Statutory)</p>	<ul style="list-style-type: none"> • How might teachers in 'key' year groups ensure that there is balance between ensuring an engaging curriculum and preparing children for tests? • How will we support vulnerable children who may not have accessed home learning and ensure gaps are reduced where possible? 	<p>Assessment National curriculum assessments update for 2020/21 (information from STA) The DfE have published guidance to help schools prepare for the next academic year. The intention is for the early years foundation stage (EYFS) profile and all existing statutory key stage 1 and 2 assessments to return in 2020/21, following their usual timetable. This includes the:</p> <ul style="list-style-type: none"> • end of key stage 1 and key stage 2 assessments (including tests and teacher assessment) • phonics screening check • year 4 multiplication tables check • statutory trialling 	<p>AB, GT, SH, SW (Curriculum planning leads)</p> <p>CB (Assessment lead and PP lead)</p>
<p>Topic Planning</p>	<ul style="list-style-type: none"> • How will we ensure a broad and balanced curriculum whilst making sure that gaps are closed? 	<ul style="list-style-type: none"> • Teachers have completed questionnaires based on planning used for home learning. This should be the basis for planning in September to close gaps. • Topics should go ahead as planned. The fundamental nature of the Curious Curriculum is that it can be weaved and moulded to suit the needs and interests of the children. • Re-engaging the children in their learning and making them want to come to school will be vital in the Autumn term. Teachers should use the interests of their classes to plan an engaging topic for September. • All teaching teams should produce a MTP as usual (this may be done remotely over the summer) with a great deal of flexibility to change if necessary in September. 	<p>All teachers.</p> <p>Curriculum planning leads to monitor.</p>

PSHCE Integration	<ul style="list-style-type: none"> • What have our families experienced during lockdown? • What emotional support do our pupils need? • What is the class dynamic upon return in September and how can this be guided by the class teacher? 	<ul style="list-style-type: none"> • Teachers shouldn't assume. We have noted that children who have returned to school already have, by and large, shown tremendous resilience and flexibility. Teachers should spend time getting to know their pupils carefully before planning whole class, additional, PSHCE lessons. • Teachers to liaise closely with L.Smith as family engagement and pastoral support. • Teachers to use Wellbeing activities pack sent out by LA for ideas (see Appendix B) 	<p>All teachers</p> <p>CH (PSHCE lead)</p> <p>LS (family support)</p> <p>AP (ELSA support)</p>
PE	<ul style="list-style-type: none"> • How can we ensure a coverage of skills without the use of shared equipment? 	<ul style="list-style-type: none"> • Await ongoing guidance. • Teachers to plan for skills coverage in Autumn term which requires little or no equipment. Eg, football skills, running skills, individual dance, outdoor and adventurous activities and lessons on healthy living. • All staff should read the PE risk assessment before teaching or supporting PE lessons. 	<p>SW (PE Lead)</p>
Computing	<ul style="list-style-type: none"> • How can we teach computing without use of shared resources? • Which skills should we focus on first? 	<ul style="list-style-type: none"> • Computing Lead to monitor guidance and update staff as and when. • Esafety can and should be focussed on in September. Teachers should be mindful that this may lead to disclosures regarding the use of screens during lockdown and the increased possibility of online bullying or witnessing inappropriate behaviour. Many elements of 35afety can be taught and discussed orally, without the use of computers to support lessons. • There are many skills associated with algorithms and coding which can also be taught using a variety of unplugged activities. • Following this, Computing lead should liaise with SLT to mitigate risks of sharing resources, eg chrome books to be used by one bubble per day and cleaned carefully after use. 	<p>VO (computing lead) + SLT</p>

<p>Presentation and care over work</p>	<ul style="list-style-type: none"> • How can we re-establish care taken over work? • How can we show we take pride in the work they produce without celebration assemblies? • How do we break possible bad habits that may have crept in over time at home? 	<ul style="list-style-type: none"> • In the first term, a great deal of emphasis needs to be placed on presentation and basic skills of writing (dependent on year group). • Presentation and handwriting policy should be evaluated by English subject leads and then shared with all staff. • Teachers should establish good relationships with the pupils in their class so that praise and the desire to produce work to be proud of is something celebrated and desired, not 'leaves' in assembly (this will be followed up in STEPs training). • Clear focus on learning behaviours should be consistent throughout the school. 	<p>GT (maths lead)</p> <p>JP + CRC (English leads)</p>
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<p style="text-align: center;">Home/School learning in the event of local lockdown</p>	<ul style="list-style-type: none"> • Are we ready for moving learning online with little notice? • What can we have in place ready should we need it? 	<ul style="list-style-type: none"> • All children provided with home learning Seesaw logins in September. • Home learning areas of the website to remain active. • Class email addresses to remain active. Pass on details to teachers if moving classes? • To be placed in a folder on 'Teams' (accessible from home): <ul style="list-style-type: none"> ▪ Master copies of the planning documents used between March and July ▪ Seesaw expectations document ▪ Zoom policy for staff <p>DfE Guidance on this matter states:</p> <p>Curriculum Throughout the coronavirus (COVID-19) outbreak the government have given schools the flexibility to provide the support, activities and education that they see fit, as previously detailed during the national period of lockdown.</p> <ul style="list-style-type: none"> • Children of critical workers and vulnerable children should be supervised and properly cared for in educational settings. • No school will be penalised if they are unable to offer a broad and balanced curriculum during this period. 	<p>All teachers</p> <p>All teaching assistants</p> <p>SW to coordinate use of class email addresses?</p> <p>Curriculum planning leads to coordinate for teams and to liaise to ensure consistency of planning</p>
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Use of Seesaw in school	<ul style="list-style-type: none"> • How can we maximise our teacher's new knowledge of Seesaw so that it is used in school to its full potential? • How can Seesaw provide additional adult support to pupils to make accelerated progress? 	<ul style="list-style-type: none"> • Staff to use the editing function to support individual children, particularly those who require significant adult intervention. For example, they could take a video of a child's writing and edit/voice record as they edit. This child could then use the iPad as guidance in an editing and improving lesson without the teacher being present. • Teachers to record support videos for small group work, to optimise the adult potential in the room. 	<p>All teachers</p> <p>All teaching assistants</p>
Use of Seesaw at home (homework)	<ul style="list-style-type: none"> • How can we use Seesaw to maximise support at home? • How can we prevent books from being transported regularly between home and school? 	<ul style="list-style-type: none"> • Teachers to provide homework activities on Seesaw. This should be set as an activity which children can respond to. Teachers could provide additional support videos to help them complete the activities or help parents, if they wish. • For year groups using CGP books – these could still be sent home in the Autumn term but children should take a picture and upload to their account. 	<p>All teachers</p>
Individual subjects	<ul style="list-style-type: none"> • LA: Can leaders articulate this journey of development and improvement, so it is clear how effectively they are making up any lost ground and securing the best chances for pupils moving forward? • Are leaders able to articulate clearly how they are getting their curriculum area of responsibility on track from their own oversight of home/school provision? 	<ul style="list-style-type: none"> • Leaders plan and review their intent, implementation and impact following an oversight of the home/school provision for all pupils. • All subject leads to update their subject action plans by October half term and share with SLT. 	<p>All subject leads</p>

Curriculum Review	<ul style="list-style-type: none"> • LA: How are leaders able to demonstrate how they are getting the curriculum back on track/changed to meet pupils' varying needs? • How are leaders evidencing that pupils' quality of education is being considered and rapidly developed to ensure pupils are given the best chance of success and enabling them to be where they should to continue success in the next stages of their education? 	<ul style="list-style-type: none"> • At regular intervals, all Curriculum planning leads, together with their teams should: <ul style="list-style-type: none"> ○ Monitor a selection of books from across the phase to ensure consistency of approach. In the first term this should be looking in particular at presentation and basic skills. ○ Evaluate the effectiveness of their topic planning to review what they are achieving and the impact on lesson planning. Change or continue according to impact in the short term and establish how this will develop over time. • Consider sharing MTPs with other year groups to monitor and evaluate whole school progression together. 	Curriculum planning leads Subject leads
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Frequently Asked Questions:

1. Can we allow children to pass reading books between home and school? How can we ensure that parents are supporting reading at home?

Books should not be moving between home and school. Children will be able to borrow a school book to read at school and update reading records which should be kept in school. Children and families should be encouraged to read their own books at home. Seesaw could be used as a record of books read at home by setting up a note page in each child's journal which they update regularly. Parents of children who read book band books should be encouraged to join <https://www.oxfordowl.co.uk/> at access books online for free under the guidance of the class teacher.

2. Will we be marking books?

16.07: We await guidance updates on this. It is clear that the use of instant verbal feedback and 'whole class marking' (see Appendix A) will be fundamental in our approach in September. See above also for the use of Seesaw to support marking. These are all examples of excellent teaching practise which, when used in conjunction with ongoing formative assessment, differentiated questioning and exploratory class dialogue will support teachers in future planning and aid children's progression.

3. *Will we be teaching music?*

Teachers should plan to focus on music skills which do not require the use of voices or wind instruments until guidance changes. Current guidance states: '*Schools should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance. Schools should consider how to reduce the risk, particularly when pupils are playing instruments or singing in small groups such as in music lessons by, for example, physical distancing and playing outside wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies.*' See the Music Mark website for further guidance: <https://www.musicmark.org.uk/news/teaching-music-in-schools/>

4. *Will we still be teaching PWP as before with reduced timetable?*

Yes, this is still a priority as produced significant results in reading and writing across the school. A 4-year plan has been produced and will be shared. Lessons can still take place easily without sharing too many resources and there will not be a significant reduction in timetable – merely the beginnings and ends of the day will look different.

Appendix2 – Equality Impact Assessment:

Equality Impact Assessment – School Reopening (Pupils and Staff)

This Equality Impact Assessment (EqIA) form will assist you to ensure we meet our duties under the Equality Act 2010 to take account of the needs and impacts of the proposal or function in relation to people with protected characteristics. Please note, this is an ongoing duty. This means you must keep this EqIA under review and update it as necessary to ensure its continued effectiveness.

To demonstrate having ‘due regard’ for the Equalities Act (2010) and the Public Sector Equality Duty Section 149, when making significant decisions that include policies, processes and/or guidance it is crucial that an organisation considers the needs and implications for those people with protected characteristics.

The template EqIA should be completed to identify the potential adverse effects of the significant decision, in this case school re-opening on pupils and staff with protected characteristics. There are nine protected characteristics under the Equalities Act (2010) that include age, disability, gender reassignment, race, religion or belief, marriage and civil partnership, sexual orientation, pregnancy and maternity and sex. In addition, CCC / PCC has chosen to include two additional groups to protect recognising the impact of poverty and rural isolation.

We are mindful of the emerging data and evidence of the disproportionate adverse effects of COVID-19 on people with protected characteristics specifically Gender, Black, Asian, and Minority Ethnic (BAME) people, LGBTQ+ people, Disabled People and Older People. These impacts must be born in mind when making the decision for the wider re-opening of schools.

The pupil and staff templates have been pre-populated with sample assessments of Impact and Reasonable Adjustments. However, each school / setting should consider their appropriateness and amend in line with their own assessment and planned adjustments for their organisation.

The Equality Impact Assessments make reference to a number of COVID-19 Individual and Workforce Risk Assessments that you have already produced.

Guidance used in assessment of Impact and identification of Reasonable Adjustments:

- [Risk Reduction Framework for NHS Staff at risk of COVID-19 infection](#)
- [Guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19](#)
- [People at higher risk from coronavirus](#)
- [Advice on social distancing](#)

Local Authority documents to support the completion of the EqIA can be found here –

- SEND / Vulnerable Pupil risks assessment ([protocol](#) / [risk assessment](#))
- [Individual staff risk assessment](#)
- [BAME risk assessment](#)
- This document has been based upon the template put together by Star Academy Trust and we would like to acknowledge their excellent work in putting this together <https://www.reopeningschools.org/>

COVID-19: Equality impact assessment – Pupils

Policy or Decision:	COVID-19: School wider-opening Individuals with increased vulnerability to infection or poorer outcomes from COVID-19 ¹
School name:	Rackham CE Primary School
Covered by this assessment:	Pupils

Assessment conducted by – name:	Bridget Harrison
Assessment conducted by – job title:	Headteacher
Assessment date:	17/07/2020

Considerations regarding groups that may be affected:

Groups with protected characteristics	It is assessed that this decision could have a:			Impact comments:	Reasonable Adjustments Identified:	Negative Impact: <i>Please provide details as to why reasonable adjustments are not being made</i>
	Positive Impact	Neutral Impact	Negative Impact			
Age (Adults only)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Not Applicable for this assessment.	Not Applicable.	Not Applicable.
Disability	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>a. High Risk – ‘Clinically Extremely Vulnerable’: Identified specific medical conditions have been identified as placing someone at greatest risk of severe illness from coronavirus.</p> <p>b. Moderate Risk – ‘Clinically Vulnerable’: Identified health conditions have been identified as placing someone at higher risk of severe illness from coronavirus.</p> <p>c. Other – Do not fall into one of the above categories, however, have received medical advice to remain at home.</p> <p>d. Disability which is the subject of reasonable adjustments</p> <p>e. Reopening schools to children with special educational needs could increase their access to school based support.</p>	<p>a. Pupils within this category will have been contacted by the NHS and advised with regards to shielding requirements. These pupils will be provided with study to be carried out from home.</p> <p>b. Pupils within this category have been advised by the NHS/government to follow advice on social distancing. These pupils will be provided with study to be carried out from home unless stringent social distancing measures are possible, and they/their parents agree to a return. The LA risks assessment (protocol / risk assessment) should be undertaken to determine this if deemed as required.</p> <p>c. Pupils within this category will provide a letter from their GP confirming advice. If it is possible to attend school these pupils, the LA risks assessment (protocol / risk assessment) should be undertaken if required.</p>	Not Applicable – all reasonable adjustments will be made.

¹ Equality impact assessment based directly upon pupils. In addition to this the school/trust has identified that pupils:

- (i) who live with individuals classified as High Risk – ‘Clinically Extremely Vulnerable’ will study from home.
- (ii) who live with individuals classified as Moderate Risk – ‘Clinically Vulnerable’ should attend school and the school will undertake a ‘COVID-19 - Individual Pupil Risk Assessment’.

Groups with protected characteristics	It is assessed that this decision could have a:			Impact comments:	Reasonable Adjustments Identified:	Negative Impact: <i>Please provide details as to why reasonable adjustments are not being made</i>
	Positive Impact	Neutral Impact	Negative Impact			
					d. The LA risks assessment (protocol / risk assessment) should be undertaken if required. e. The LA risks assessment (protocol / risk assessment) should be undertaken if required.	
Gender reassignment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	No evidence of impact.	Not required.	Not required.
Marriage and civil partnership	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	No evidence of impact.	Not required.	Not required.
Pregnancy and maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Moderate Risk – ‘Clinically Vulnerable’ – Pregnancy.	Very unlikely to have pupils in this category at primary School. Pupils within this category have been advised by the NHS/government to follow advice on social distancing. These pupils will be provided with study to be carried out from home unless stringent social distancing measures are possible, and they/their parents agree to a return the LA risks assessment (protocol / risk assessment) should be undertaken to determine this if required.	Not Applicable – all reasonable adjustments will be made.
Race	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Current evidence that ethnicity of a BAME background may be associated with increased vulnerability.	A Pupil Risk Assessment may need to be completed.	Not Applicable – all reasonable adjustments will be made.
Religion or belief	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	No evidence of impact	Not required.	Not required.
Sex	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Current evidence of males being at higher risk of being admitted to hospital.	A Pupil Risk Assessment may need to be completed.	Not Applicable – all reasonable adjustments will be made.
Sexual orientation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	No evidence of impact	Not required.	Not required.

COVID-19: Equality impact assessment – Staff

Policy or Decision:	COVID-19: School wider-opening Individuals with increased vulnerability to infection or poorer outcomes from COVID-19 ²
School name:	Rackham (CE) Primary School
Covered by this assessment:	Staff

Assessment conducted by – name:	Bridget Harrison
Assessment conducted by – job title:	Headteacher
Assessment date:	17/07/2020

Considerations regarding groups that may be affected:

Groups with protected characteristics	It is assessed that this decision could have a:			Impact comments:	Reasonable Adjustments Identified:	Negative Impact: <i>Please provide details as to why reasonable adjustments are not being made</i>
	Positive Impact	Neutral Impact	Negative Impact			
Age (Adults only)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>a. Moderate Risk – ‘Clinically Vulnerable’ – those aged over 70.</p> <p>b. Current evidence that those aged over 55 of BAME ethnicity, particularly those with co-morbidities, may be associated with increased vulnerability.</p> <p>c. Current evidence that those aged over 60 of White European ethnicity, may be associated with increased vulnerability.</p>	<p>a. Staff within this category have been advised by the NHS/government to follow advice on social distancing. These staff should work from home unless this is not an option, stringent social distancing measures are possible, and they are willing to return. An individual staff risk assessment is completed to determine this.</p> <p>b. An individual staff risk assessment is completed dependent upon cumulative vulnerability and job role.</p> <p>c. An individual staff risk assessment is completed dependent upon cumulative vulnerability and job role.</p>	Not Applicable – all reasonable adjustments will be made.

² Equality impact assessment based directly upon members of staff. In addition to this the school/trust has identified that staff:

- (i) who live with individuals classified as High Risk – ‘Clinically Extremely Vulnerable’ will work from home unless this is not an option, stringent social distancing measures are possible, and they are willing to return. A ‘COVID-19 - Individual Staff Risk Assessment’ should be undertaken to determine this.
- (ii) who live with individuals classified as Moderate Risk – ‘Clinically Vulnerable’ should attend work and the school will undertake a ‘COVID-19 - Individual Staff Risk Assessment’.

Groups with protected characteristics	It is assessed that this decision could have a:			Impact comments:	Reasonable Adjustments Identified:	Negative Impact: <i>Please provide details as to why reasonable adjustments are not being made</i>
	Positive Impact	Neutral Impact	Negative Impact			
Disability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p>a. High Risk – ‘Clinically Extremely Vulnerable’: Identified specific medical conditions have been identified as placing someone at greatest risk of severe illness from coronavirus.</p> <p>b. Moderate Risk – ‘Clinically Vulnerable’: Identified health conditions have been identified as placing someone at higher risk of severe illness from coronavirus.</p> <p>c. Other – Do not fall into one of the above categories, however, have received medical advice to remain at home.</p> <p>d. Disability which is the subject of reasonable adjustments</p>	<p>a. Staff within this category will have been contacted by the NHS and advised with regards to shielding requirements. These staff will be provided with work that can be carried out from home.</p> <p>b. Staff within this category have been advised by the NHS/government to follow advice on social distancing. These staff should work from home unless this is not an option, stringent social distancing measures are possible, and they are willing to return. An individual staff risk assessment is completed to determine this.</p> <p>c. Staff within this category will provide a letter from their GP confirming advice. If it is possible to attend work these staff will have an individual staff risk assessment.</p> <p>d. These staff will have an individual staff risk assessment completed.</p>	Not Applicable – all reasonable adjustments will be made.
Gender reassignment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	No evidence of impact	Not required.	Not required.
Marriage and civil partnership	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	No evidence of impact	Not required.	Not required.
Pregnancy and maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Moderate Risk – ‘Clinically Vulnerable’ – Pregnancy.	Staff within this category have been advised by the NHS/government to follow advice on social distancing. These staff should work from home unless this is not an option, stringent social distancing measures are possible, and they are willing to return. An individual staff risk assessment is completed to determine this.	Not Applicable – all reasonable adjustments will be made.
Race	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Current evidence that ethnicity of a BAME background may be associated with increased vulnerability	A BAME risk assessment is completed dependent upon cumulative vulnerability and job role.	Not Applicable – all reasonable adjustments will be made.
Religion or belief	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	No evidence of impact.	Not required.	Not required.

Groups with protected characteristics	It is assessed that this decision could have a:			Impact comments:	Reasonable Adjustments Identified:	Negative Impact: <i>Please provide details as to why reasonable adjustments are not being made</i>
	Positive Impact	Neutral Impact	Negative Impact			
Sex	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Current evidence of males being at higher risk of being admitted to hospital.	An individual staff risk assessment is completed dependent upon cumulative vulnerability and job role.	Not Applicable – all reasonable adjustments will be made.
Sexual orientation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Potential for a positive effect or negative impact. LGBTQ+ people have a higher rate of mental ill health, domestic abuse in comparison with their counterparts which could affect their return to work.	An individual staff risk assessment is completed dependent upon cumulative vulnerability and job role.	Not required.

Additional areas for consideration

Are there any poverty and/or rural isolation implications for staff and/or pupils? If yes, please provide information and explain how these risks will be mitigated against.

Appendix3: – [Risk Assessment for Physical Education & Physical Activity in response to Covid-19](#)

This risk assessment has been prepared based on advice given by the Association for Physical Education (AfPE). Ongoing, specific Government advice and guidelines will need to be taken into account as the current situation changes and this risk assessment reviewed and updated as needed.

The intention is that children can participate in purposeful physical education and physical activity during this time. Whilst the teaching of PE will not be as it was before, with some adaptations meaningful work can still be undertaken with the proper planning, protective measures and social distancing. This risk assessment is also intended to help staff feel safe and protected delivering both physical education and physical activity opportunities for children.

The key principles for supporting safe PE and physical activity are:

- Clean frequently touched surfaces
- Wash hands frequently as part of a clear hygiene regime
- Minimise contact
- Ensure good respiratory hygiene

Areas to consider	Suggested practice	Implications / ideas for the school	Action to be taken
Learning	<p>Activities taking place in PE lessons and Physical activity sessions should be strictly non-contact and these conditions shared with the pupils.</p> <p>Agree what learning is appropriate (including the relationship between face-to-face and remote education), for example, identify curriculum priorities, agree revised expectations and required adjustments in practical lessons, and any approaches to 'catch up' support.</p> <p>Ensure you have considered the impact on staff and pupils with protected characteristics, including race and disability, in developing your approach.</p>	<p>Use of other resources to complement existing scheme of work (e.g. TOP cards, PE Suite)</p> <p>The priority as children return to school will be mental wellbeing and physical activity. Year groups are free to deviate from curriculum map in response to children's needs.</p> <p>Individual teachers are best placed and encouraged to adapt activities as needed.</p>	<p>LC to compile and share resources that can be used</p> <p>LC / SLT to share this message with staff</p>

<p>Protective Measures and Hygiene</p>	<p>Decide the physical and organisational structures needed to limit risks and limit movement around the building(s) (for example, classroom layouts, entry and exit points, staggered starts and break times, class sizes, lunch queues, use of communal staff areas).</p> <p>Agree how safety measures and messages will be implemented and displayed around school.</p> <p>Ensure there is sufficient tissues available for ensuring good respiratory hygiene – i.e. ‘catch it, bag it, bin it’ approach.</p>	<p>This has been reviewed as part of phased re-opening planning and will be reviewed as wider re-opening begins.</p> <p>To be decided by SLT.</p> <p>Teachers could take a supply box of tissues / hand sanitiser to lesson with them as they would asthma inhalers?</p>	<p>Review plans as Government / LA advice changes</p> <p>Box of supplies for each bubble / class to be resourced (cost could come from PE budget)</p>
<p>Changing areas</p>	<p>If used, these should be cleaned after every lesson – Wiping of surfaces is a reasonable approach.</p> <p>Attending school with PE kit on will limit the need to use changing rooms.</p> <p>Ensure sufficient standard cleaning equipment is available in all changing areas.</p> <p>Social distancing measures still apply and marking out areas which cannot be used will help you to manage the area effectively.</p>	<p>Allow children to wear PE kit to school on days where they have PE lessons. This will eliminate need for them to change in small spaces and to bring in resources from home.</p>	<p>If agreed, this will need to be communicated to parents.</p>
<p>Teaching areas</p>	<p>Encourage outdoor PE and PA to support social distancing.</p> <p>Students should work in their own zone which may be marked out, depending on allocated teaching space. PE outside could be preferable to indoor PE.</p>	<p>Use of outdoor areas wherever possible. Could potentially use hall in future depending on group size and other practical arrangements.</p> <p>Use of chalk, cones, hoops, other resources to mark areas for children to work in (equipment</p>	<p>Share with staff</p> <p>LC / other designated person to check we have enough resources that could be used for marking out areas.</p>

		for this to be selected based on safety considerations of the activity).	
Social distancing within lessons	<p>You should ensure that all lesson activity adheres to the social distancing rules in place at the time of delivery. This means team games involving contact are currently not possible.</p> <p>One solution is for each student to have their own zone which they can work in.</p>	<p>No contact games to be played until distancing advice changes. However individual skills e.g. dribbling a football or hockey ball, can still be taught.</p> <p>Participation in intra-school competitions will need to be considered carefully (all are currently on hold).</p>	<p>Share with staff.</p> <p>LC / PE Co-ordinator from September to keep in contact with colleagues from other schools and event organisers.</p>
Group sizes	Class sizes should adhere to Government guidance and be reduced to a level where social distancing rules can be applied.	This has been reviewed as part of phased re-opening planning and will be reviewed as wider re-opening begins.	
PE clothing	The school will need to agree on modifications/adaptions on clothing expectations. It may be that you would like your students to attend in their PE kit for the whole day on the day when they have a timetabled physical education lesson in order to limit or avoid the use of the changing areas. This is a whole school decision. You may want to consider back up clothing for when the weather is poor.	Weather appropriate PE kit to be worn on days when PE lessons are delivered. This will eliminate the need to get changed in smaller spaces (breaking social distancing guidance) and also the amount of resources entering school from children's homes.	If agreed, share with parents.
PE equipment	<p>Equipment will need to be cleaned after each use. It should be noted that this a whole school issue and all departments/subjects will be facing the same issues so this should be a whole school solution.</p> <p>You will need to make a decision on which equipment is easier to build into lessons and take</p>	<p>Use of equipment should be limited in the short term whilst staff & children adjust to new way of working.</p> <p>Use equipment that can be cleaned relatively easily. For example, hula hoops, hockey stick</p>	LC / PE Co-ordinator from September to review which equipment is more practical and can be re-introduced to lessons first.

	<p>into account the cleaning regime at the end of the sessions.</p> <p>Hand washing routines will mean more equipment is available to pupils, however it is often easier to plan for and discourage the sharing of equipment to mitigate against virus transmission.</p>	handles can be wiped after use. Fabrics such as beanbags are more problematic.	
Washing hands/ hand sanitiser	<p>Opportunities for handwashing before and after the lesson must be available.</p> <p>Hand sanitiser should be readily available for students to use throughout the day. This is in addition to regular handwashing.</p>	Children to wash hands before and after PE lesson / physical activity as part of routine.	Staff to remind children of this expectation.

[Appendix 4 – Playtime and Lunchtime Arrangement timetables](#)

Lunchtime Allocation – Overview

Year Group	Start Time	Room	Staff	Playground	Staff on Playground	First Aider	Route to p/g
R	12pm	Rowan	CC AP	Reception	CC AP	CC AP	N/A
Y1	12pm	Larch Beech	<p>VS until 12.25pm (then go to Cedar) EB until 12.25pm (then go to Oak)</p> <p>MW: at 12.25pm relieve VS and take ch'n that have finished eating to KS1 p/g.</p> <p>VH: at 12.25pm relieve EB and stay with ch'n still eating. Clean tables then go to p/g.</p> <p>(PJ and SR with IJ)</p>	KS1	<p>ST from when first child comes to playground. At 1pm, move to KS2 ready for Y5/6</p> <p>MW</p>	<p>JB</p> <p>When MW comes out, you will switch</p>	Through Reflection Area and down slope.

Y2	12pm	Hall	MP HK Ch'n walk to p/g on own when finished eating.		VH - to join	to Year 3/4 First Aider	Back door of Hall, through Reflection Area and down slope.
Y3	12.30pm	Elm Hazel	HH - as soon as a majority have finished, take to playground. GP - to stay with ch'n until finished. Clean all Y3 areas then go to p/g.	KS2 Ch'n & staff: Move to KS1 after Y1/2 have gone in	HH GP to join and relieve JB of first aid duty	JB* GP	Back door, down steps and around edge of KS1 playground.
Y4	12.30pm	Hall	MP HK Ch'n walk to p/g on own when finished eating.				Corridor to glass doors and down slope.
Y5/6	12.30pm	Cedar Oak Willow	VS EB KL VS to clean all 5/6 rooms after all ch'n gone.	KS2 after 1:05pm	EB KL	ST	Back doors of classrooms

Geraldine Pitcher: 12-12.25pm – Deliver lunch packs and tick lists to Year 3 and Year 5/6 classrooms / Relay any messages to appropriate staff / Corridor Class TA or Kitchen staff to get lunch packs and tick lists to Reception and Year 1.
JB to unlock outside toilet and Medical Room

* Once GP is on the playground, JB is relieved of MDS duty.

*

Notes:

- Year 5/6 – **No need to wash hands before 12.30pm – the MDS will be responsible for this when they arrive.** This is because we need to keep Year 5/6 out of the corridors until Year 4 who are going to the hall at 12.30pm have passed through.
- **MW, VH, SR, HH, KL – to eat lunch 12-12:25pm**
- Nikki Dunn – Not on timetable
- **JB or ST to unlock outside toilet and Medical Room**
- SC to administer JJ and NP medication.

Lunchtime Toilets:

Larch and Beech	Outside toilet
Chestnut	Staff Toilets
Sycamore, Elm and Hazel	Elm & Hazel Cloakroom
Cedar, Oak and Willow	Year 5/6 Corridor Toilets

Wet Play - Staff Allocation:

FS	Ash	Claire Cox Ann Perkins
Year 1	Larch/Beech	Vicki Speed (12-12:25pm) Vanessa Hilton (12:25 – 1pm)
Year 2	Chestnut	Emily Billimore (12 – 12:25pm) Mandy Westrup (12:25 – 1pm)
Year 3/4	Elm Hazel	Hannah Hamilton Geraldine Pitcher
	Cedar	Emily Billimore or Vicki Speed
Year 5/6	Oak	Sue Taylor
	Willow	Katie Lockwood

Staff:

MDS	TA	Kitchen
GP Geraldine Pitcher	MW Mandy Westrup	EB Emily Billimore
CC Claire Cox	VH Vanessa Hilton	VS Vicky Speed
ST Sue Taylor	HH Hannah Hamilton	MP Michelle Pluck
AP Ann Perkins	KL Katie Lockwood	HK Hayley Kassem
JB Jayne Brown		
	SR Sarah Reeve	

Relief Possibilities to cover staff absence or to help in an event that causes disruption to the timetable eg. Child being sick
Suzanne Clifford (Mon. Tues, Thurs)
Sophie Housden
Sarah Lewin
Amanda Coney
Lou Smith

Individual MDS – Directions/Instructions (Read in conjunction with Rackham School Floor Plan):

MDS	Instructions
Claire Cox	On arrival at school: Go through red gate and enter via archway door, proceed to Ash Class. Assist ch'n throughout lunch hour in Reception area. Complete tick sheet and clean tables as ch'n finish eating. Working hours 12-1pm.
Ann Perkins	On arrival at school: Go through red gate and enter via archway door, proceed to Ash Class. Assist ch'n throughout lunch hour in Reception area. Complete tick sheet and clean tables as ch'n finish eating. Working hours 12-1pm.
Vicki Speed	Take lunch packs and tick sheet to Larch class and stay with ch'n. At 12.25pm, MW will relieve you so you can go to Cedar class via the safest route. Organise ch'n with washing hands (after 12.30pm) and settle them to eat lunch, complete tick sheet. After 1.05pm, ch'n can be released to KS2 playground as and when they finish eating via back door of classroom. Clean all tables in Cedar, Oak and Willow classrooms. Collect all tick sheets and take to Office.
Emily Billimore	Take lunch packs and tick sheet to Beech class and stay with ch'n. At 12.25pm, VH will relieve you so you can go to Oak class via the safest route. Organise ch'n with washing hands (after 12.30pm) and settle them to eat lunch, complete tick sheet. After 1.05pm, ch'n can be released to KS2 playground as and when they finish eating via back door of classroom. When last child has finished eating, go with them to KS2 playground duty. Leave tick sheet in classroom for VS to collect.
Mandy Westrup	At 12.25pm, collect up all children from Larch and Beech that have finished eating and take to KS1 playground and take-over First Aid duty from JB. (Route to playground is through reflection area and down the slope.) Stay on KS1 until whistle blows at 1pm.
Vanessa Hilton	At 12.25pm, go to Larch and Beech and stay with children that are still eating. Release them to the KS1 playground as and when they finish, reminding them to go via the Reflection Area and down the slope. When last child gone, ensure all tables have been cleaned and go to KS1 playground duty until whistle blows at 1pm.
Sue Taylor	On arrival at school, go through red gate and wait somewhere in KS1 outdoor area or in the hall near the back door. When a small group of KS2 children have finished eating, take them via the Reflection Area and down the slope to the KS1 playground (collecting coats on the way if needed). Stay on KS1 playground duty and blow whistle at 1pm sharp. After the teachers have taken their classes in, proceed to KS2 playground duty and the role of First Aider for Year 5/6. Blow the whistle at 1.30pm.
Jayne Brown	First Aid duty on KS1 from when children first arrive until MW relieves you. Then move to KS2 playground to be First Aid duty until ST relieves you at 1pm. You are then free to assist Pete Wheelan with cleaning.
Hannah Hamilton	At 12:25pm, go to Hazel/Elm classrooms. If you can, hold the children in the classroom until 1pm. After this time, the KS1 playground would have been cleared ready for you to use it with Year 3/4. If it is before 1pm, take ch'n to KS2 playground and remain there until whistle is blown at 1pm. After teachers have collected their Year 1/2 classes and the playground is clear, take Year 3/4 to KS1 playground and remain on duty there until 1.30pm. Jayne Brown will be your First Aider at first until Geraldine arrives who will take over First Aid.
Geraldine Pitcher	At 12.25pm, go to Hazel/Elm classrooms. Fill in tick sheet and stay with children that are still eating and release them to the playground as and when they finish, reminding them to go via the back cloakroom doors and down steps. Be mindful if this is around 1pm when teachers are taking their Year 1/2 classes in, you may have to hold the children until this is done. When last child gone, ensure all tables have been cleaned and go to playground to relieve JB of First Aid duty until whistle blows at 1:30pm.
Katie Lockwood	At 12.25pm, go to Willow class. Organise ch'n with washing hands (after 12.30pm) and settle them to eat lunch, complete tick sheet. After 1.05pm, ch'n can be released to KS2 playground as and when they finish eating via back door of classroom. Go with the last child to the playground and remain there on duty until the whistle blows at 1:30pm. Leave tick sheet for VS to collect when she comes round to clean the tables.

RACKHAM RISK ASSESSMENT

